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ABSTRACT

The study described the issue of classification of Schedule C classified personnel in the Mesa Public Schools (Arizona). This schedule consisted of 393 primarily clerical employees. Since 83 separate job classifications existed within a 30-grade salary schedule, the major concern was whether classification and reclassification of personnel in this schedule was equitable and comprehensive. This report presents the process, results, and recommendations of the study. A weighted-in-points classification system was developed and implemented in order to assess a point value and classification grade for each job position. Information was gathered from incumbent employees, their immediate supervisors, superintendents, and a steering committee. The results from the overall study recommended reclassification for 163 personnel, 109 of which were working in schools. Appendices (the major portion of this volume) include information on: (1) job classifications; (2) job task descriptions; (3) Schedule C classification weighting of job factors; (4) the classification instrument; (5) formula for weighted totals; (6) the response form; (7) total point value ranges for salary grades; (8) Schedule C classification of jobs, and rank order by present grade; (9) recommendations for classification and reclassification; (10) the proposed Schedule C job family organization; (11) the proposed classification and reclassification plan for Mesa Public Schools; and (12) the report of cost and number of personnel suggested by the classification study. (JAZ)

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A Clerical Classification Plan - A Process and A Product

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A Clerical Classification Plan - A Process and A Product

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FOREWORD

The major function of the Mesa Public Schools Department of Research and Evaluation is to provide information to decision makers. This data should be timely, valid, reliable, accurate, and informative. It should be of sufficient depth, yet concise enough to speak squarely to the issue at hand.

The purpose of this report by the Department of Research and Evaluation was to answer questions raised concerning the classification of "Schedule C" classified employees in the Mesa Schools. It is felt that the information gathered and the resulting analysis has yielded answers to a number of the questions posed.

The major effort in the development of this report was the responsibility of Research and Evaluation, under the direction of Dr. James DeGracie. Members of the Research and Evaluation Department, Donna Replogle, Ann Ames, Judy Hill, and Gloria Dennis, contributed significant effort in reproduction, collection of data, and presentation of this report for distribution. In addition, Amy Shoaf, Linda Friestad, Mary Koerning, members of the reclassification committee, assisted by furnishing input throughout the total process. John Sherman and Cary Edwards also contributed by suggesting changes in the process and reviewing the final document.

Research and Evaluation is a department answering to the Associate Superintendent, David Eagleburger.

This report presents the process, results, and recommendations of a classification study involving Schedule C personnel, or the primarily clerical positions of Mesa Public Schools. A weighted-in-points classification system was developed and implemented in order to assess a point value and classification grade for each job position. Information was gathered from incumbent employees, their immediate supervisors, the Superintendency, and a steering committee. The major steps in the process were:

Selection of factors and subfactors relevant to classification of this particular job schedule.

Determination of weights for each factor and subfactor.

Preparation of job task descriptions for each position.

Development and distribution of the classification instrument to employees and supervisors.

Analysis of data from the classification instruments.

On-site observations to clarify any discrepancies in the data.

Input from an outside consultant.

Recommendations for the classification of each position to an appropriate salary grade based on total point value.

Recommendations for reclassification.

Recommendations for title changes.

Recommendations for job family organization.

The results and recommendations of this study addressed the concerns and requests of the 1984 Meet and Confer committee concerning Schedule C classification and reclassification. The

recommendations were reviewed, revised, and implemented by the Schedule C Steering Committee, the Superintendent, and the Personnel Department of Mesa Schools.

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INTRODUCTION

Background Discussion

The Department of Research and Evaluation was asked by the Superintendent, following recommendations by the reclassification committee, to investigate the issue of classification of Schedule C classified personnel. Personnel on the Schedule C pay schedule are primarily clerical. A classification and pay study of Mesa Unified School District classified employees was completed by Arthur Young and Company in 1979. The main purpose of the Arthur Young study was to review the Schedule C classification structure of the district and make specific recommendations regarding the number of classifications and pay grade levels. As well, the base salary levels and pay relationships between classes were investigated. Previous to the 1979 study, a number of classification and pay studies had been conducted under the direction of the Personnel Department. The Personnel Department also engages in a continuous process of monitoring pay schedules in comparable organizations in the area and school districts throughout the nation.

In the spring of 1983-84 school year, concerns were expressed at Meet and Confer by Schedule C classified employees regarding the reclassification process. As a result of this concern, a committee was formed, consisting of three classified employees and three administrators. The committee recommended to the Superintendent who, in turn, agreed with the recommendation

that a reclassification process be established which was more systematic than that used in the past. It was the recommendation of this committee that the district conduct a classification study at five-year intervals: an in-house study, conducted by the Research and Evaluation Department every ten years beginning in 1984-85, to be followed in five years by an outside study similar to that which was done by Arthur Young and Co. in 1979. The year following each of the five-year studies the district would compare salary schedules for classified employees with similar positions in other school districts and organizations in the area.

Although previous studies made reasonable recommendations, job analysis and classification remained an area of concern for Schedule C classified employees and the district. Further investigation by the reclassification committee and Research and Evaluation supported the need for a thorough research study to establish a comprehensive classification process for Schedule C classified employees. Therefore, a comprehensive literature review accompanied the investigation of job analysis and classification.

Rationale and Review of the Literature

Any attempt at classification of objects or work behavior, involved the issues of objectives, content, and method of classification. A lack of relevant research concerning classification of employees in education systems or public schools was recognized in attempting to address the objective and

method of this classification study. However, results from business and industry related research supported the method of task analysis, job evaluation, and global judgments for job analysis and classification processes. (Cornelius, Schmidt, and Carron, 1984; Thompson and Thompson, 1982; Sackett, Cornelius and Carron, 1981) The process of classification has been defined as the manner in which any objects are arranged and categorized according to selected criteria. The product of classification was the structure that ultimately emerged from such a process (Pearlman, 1980). Due to technological changes and an increase in humanistic concerns, a definite need has been recognized for a process of analyzing job requirements (Cross, 1979). Another current interest in equitable job classification systems within organizations has been the EEO (Equal Employment Opportunity) matter of regulations. To facilitate the appropriate action for legal concerns as well as organizational concerns, classification has attempted to reduce the number of discrete items or units into more or less homogeneous groups which were easier to handle. One other basic objective of classification has been to bring out the similarities and differences between attributes of the items to be grouped, therefore, in this case, aiding in the management of personnel. Sokal (1974) stated that one of the primary purposes of classification has been to describe the structure and relationship of the constituent objects to each other and to similar objects and to simplify these relationships in such a way that general statements can be made about classes of objects.

Historically, the major reason for job classification has been to arrange jobs into a hierarchy of importance so that monetary values may be assigned to respective jobs (Bartley, 1981). Job classification can be a logical and systematic approach for this task. The program should be a fair and equitable way of comparing requirements of one job to another. It is an evaluation of the job, not of an individual employee or their performance. The classification does not set wage rates, but rather becomes a way of comparing the value of one job to other jobs.

Employees as well as organizations have benefited from job analysis and evaluation by ensuring the utilization of employees in the most productive and appropriate manner. Employees then derive as much benefit as possible from their jobs. Many employees have expressed dissatisfaction due to real or "fancied" internal discrimination between their classification and the levels of classification of other employees within the organization. To address these complaints, many aggressive companies of all sizes have installed formal job classification programs for specific parts of their work force. Once an appropriate and adequate program has been selected to fit the needs of the specific group of employees, a detailed step-by-step procedure can be outlined and implemented.

The classification system should be based on job characteristics, units of analysis, or descriptive criteria. The job descriptors can best be obtained through the development of job task descriptions. The Education Research Service report

written in 1984, Job Descriptions in Public Schools, described the development and use of appropriate job descriptions as necessary components of effective personnel management in school districts. The major applications of job descriptions for school district personnel included defining organizational relationships, evaluating personnel, and determining salary and wage levels. According to the report, educational researchers and practicing school district administrators agreed that effective job description programs are fundamental to good school management. In the pursuit of this study, it was found that the job family was another essential element in an equitable personnel system.

The Mesa Public Schools classification system applied what Pearlman (1980) called a global approach, in which general job task descriptions formed the basis for categorization. Pearlman described this type of job consideration as using direct judgments of job similarity/dissimilarity by incumbents and supervisors. This direct global judgment method was a quicker, less expensive way of obtaining basic data for job classification. As well, this use of judgment of "job experts" has been a basic characteristic of most job analytic methods as well as global methods. The job-oriented approach reviewed in the Department of Labor Handbook for analyzing jobs (1972) was based on interviews with incumbents providing basic job information. Research evidence has suggested that incumbents make reliable and valid ratings concerning aspects of the job (McCormick, 1976).

The goal for equitability as well as parsimony lead to the establishment of a quantitative system combined with the global approach. The value of a quantitative approach to job evaluation was documented by several sources and is currently used in many organizations. (Cascio, 1978; Aldag, et. al., 1981; Arvey, 1981; Ash and Levine, 1980; Cornelius, 1979; Suskin, 1977) Statistics show that over two-thirds of all job evaluation systems have been prepared in the point rating manner (Bartley, 1981). The legal implications of the 1978 Uniform Guidelines on Employee Selection may have promoted this by requiring more information than was provided by using merely a global judgment approach. Further, the morale and best interest of personnel may not have been served adequately by a global judgment approach alone. Generally, the nonquantitative job systems were considered subjective and not as applicable for a large number of diversified jobs.

The weighted-in-points system chosen by the Department of Research and Evaluation compared each job against a point scale. Some of the characteristics that made the system most applicable to a classified schedule in a school district were:

Provided a scale or yardstick.

Utilized compensable factors common to the group.

Utilized differentiating degrees or graduations for each factor.

Defined and weighted factors and degrees.

Measured jobs in component parts.

Adapted to large organizations.

Adapted to diverse job groups.

In summary, the classification system developed by the Department of Research and Evaluation in the Mesa Public Schools combined a quantitative factor analysis with direct global judgments of incumbents and supervisors. The need for this type of classification system in the school district was made evident by the divergence and varied requirements of the classified jobs. This need for equitable and comprehensive job classification became apparent to employees, supervisors, Personnel Department, Superintendents, and the Governing Board alike.

Statement of the Problem

The problem in this study was to determine the process for classification of the Schedule C classified jobs in Mesa Public Schools. This included the evaluation of the job families included in the classification schedule. In addition, possible reclassification of current positions was analyzed. In order to establish an equitable and quantitative system, information was gathered from the following groups:

1. Incumbent employees of the current Schedule C jobs.
2. Incumbent supervisors of the current Schedule C employees.
3. Steering Committee for classification.
4. Superintendency of Mesa Public Schools.

The specific questions to be answered were:

Is there a significant discrepancy between the job task description written by the employee and the one written by the supervisor?

Is there a significant discrepancy between the job task description returned by the employee and/or supervisor and that which is on file in Personnel?

What job factors and subfactors best apply to the Schedule C classified positions?

What weights should be attributed to each of the factors and subfactors most applicable to Schedule C positions?

What level of each factor and subfactor applies to the specific Schedule C position according to the incumbent employee?

What level of each factor and subfactor applies to the specific Schedule C position according to the incumbent supervisor?

How do the points determined by the weighted factors and subfactors classify each Schedule C position?

Are there discrepancies between the incumbent employee and supervisor as to the points that classify each position?

Are there discrepancies between the points that classify the position and the previous classification, or grade, of the Schedule C position?

What is the appropriate classification ranking of each position determined by the weighted-in-points classification system?

What positions should be reclassified due to the new classification of positions?

What job families should be established based on the new classification system?

Definition of Terms

Classification: In a weighted-in-points job classification program, each job is evaluated against certain job factors and receives a point score. After all jobs have been classified, they are ranked (classified) by their point score.

Grade: A group of jobs for which it has been agreed to pay the same base rate.

Job: A group of similar positions in a single plant, business establishment, educational institution or other organization. There may be one or many persons employed in the same job.

Job Factors and Subfactors: The job characteristic that contributes to producing a result. The features of a job that are important to the success of the job. The basic part of the job evaluation classification system against which all jobs will be compared. (Example: Working Conditions, Supervision of Others' Work, etc.)

Job Family: A group of two or more jobs of like work, common characteristics, or comparable category in which holders are grouped together for a graded system.

Job Task Description: A written document to record job content in a standard format. A written description of the requirements of the job.

Weighted-in-Points Method: The point method which breaks down the job into several factors and subfactors, giving the job a numerical score on each of these factors and subfactors. The scores are summed to obtain the total points or value of the job. A carefully worded rating is needed for each job factor and subfactor.

Weighting: The measure of relative importance of an item to the other items in the group. A percentage rating of one item to the rest of the group.

METHOD AND PROCEDURE

Overview

The purpose of this study was to review the Schedule C classification structure and the placement of positions within this structure. This personnel schedule consisted of 393 employees, and there were 136 immediate supervisors of these employees. The main concern of employees and school administrators leading to the study was whether classification and reclassification of personnel in this schedule was equitable and comprehensive. Eighty-three separate job classifications existed within a 30 grade salary schedule (Appendix A). There was no preconception as to the number of job groupings that would result from the analysis.

Input was gathered from all employees and supervisors concerning job tasks. Job task descriptions were reviewed, rewritten, and/or written for the 83 job classifications based on this information. The job task descriptions have been submitted to the Personnel Department under separate cover. An Example is presented in Appendix B.

Three job factors and 15 subfactors were selected and reviewed by employees, supervisors, Superintendency, and the Classification Steering Committee. The three factors were qualifications, responsibilities, and job conditions. The five subfactors for qualifications were: 1) job knowledge, 2) education, 3) experience, 4) training time, and 5) manual

dexterity. The seven subfactors for responsibility were: 1) general impact to system, 2) equipment and materials, 3) tasks, 4) supervision of others' work, 5) consequence of errors, 6) contact with others, and 7) initiative. The three subfactors for job conditions were: 1) working conditions, 2) safety/health hazards, and 3) pressure of work. One concern that arose during these discussions was the use of volume as a job classification factor. The following was shared with the different groups. Memo concerning issue of volume as a subfactor for performance evaluation not job classification. As a result of the discussions following, "volume" was rejected as a factor. Employee's supervisors, superintendency, and the classification steering committee established the weights for the selected factors and subfactors as to their relative importance for Schedule C classification. The survey form used for this purpose is presented in Appendix C. The resulting weights are shown in Table 1 on the next page.

Volume as a Concern for Job Classification

> After research of the resources listed below, the issue of volume was found to be addressed only once, and this was in an issue for personnel evaluation, and not job classification. This one resource, Job Evaluation, T. T. Patterson, Ph.D., clarifies the issue in the following manner. In Job Classification, we are measuring the worth of the job and not the performance of the person. In Classified Personnel Evaluation, we are measuring the worth of the performance of the person. Therefore, volume is an issue that should not be addressed in Job Classification.
>
> Further, job content is the issue to be evaluated in Job Classification. For example, skill is required, effort is required, and responsibility is undertaken for the content of the job. On the other hand, for Classified Personnel Evaluation, the performance is appraised by what the person in a job does. This performance is appraised against a standard of production per unit time (a measure of volume). Volume, as it applies to a number of phone calls, number of

Table 1
Weights for Job Factors and Subfactors

Factors	Subfactors	Weights
1. Qualifications		
	A. Job Knowledge	95
	B. Education	55
	C. Experience	75
	D. Training Time	50
	E. Manual Dexterity	50
	Total	325
2. Responsibility		
	A. General Impact to System	75
	B. Equipment/Materials	40
	C. Tasks	70
	D. Supervision of Others Work	45
	E. Consequence of Errors	70
	F. Contact with Others	80
	G. Initiative	70
	Total	450
3. Job Conditions		
	A. Working Conditions	60
	B. Safety/Health Hazards	40
	C. Pressure of Work	125
	Total	225

reports, quantity of xeroxing, etc., is an issue that is pertinent for evaluation of a person's performance, not the actual content of the job.

A classification instrument was developed and distributed that required all employees and their supervisors to rate and define each job according to the 15 subfactors (Appendix D). A carefully worded rating was written for each subfactor. The numerical score for each factor was obtained from these instruments, and the weights were applied to establish the total points or value of the job according to both the employee and the supervisor (see form, Appendix E). Analysis was performed to determine the discrepancies between employees and supervisors as to the job's total score or values (see form, Appendix F). Further, job task descriptions were reviewed for any changes or additions of tasks that might account for the discrepancies between the total score or value of a job from this classification study and the previous classification of the job. On-site observations and interviews were conducted, and an outside expert was consulted, to validate information received from the classification instruments and job task descriptions. After synthesizing all of this information, the information was shared with the steering committee, and a final total point "consensus" value was determined for each job classification.

Specific Steps

As stated in the Overview, the purpose of the study was directed toward the placement of positions within the Schedule C structure. The process and results of the study are documented in the Appendixes of this report. In this section it is the

intent to present the specific steps taken which led to the final results, that of recommendations for classification and reclassification. In addition, suggestions will be made for changes in the process that was used.

Step 1: A comprehensive review of the 1979 Arthur Young and Company final report, "Classification and Pay Study: Schedule C," was made. People that participated in the study as schedule C employees, supervisors, or administrators from the Personnel Department were interviewed as part of this review.

Step 2: A review was made of the completed instruments used to solicit input from each of the Schedule C employees by Arthur Young. Again, Schedule C employees that participated in the study and their supervisors were interviewed as well as administrators from the Personnel Department concerning the survey instruments.

Step 3: A review was made of literature concerning the hierarchy of clerical tasks. The review included any material pertinent to methods for establishing equitably among classifications. This included models designed for use in industry as well as academic settings.

Step 4: Based on the information gathered in Steps 1, 2, and 3, a proposed Schedule C classification study was developed. This proposal included the specific steps, including Steps 1, 2, and 3, needed to complete the study. It also included a timeline tied to each of the steps and a designation of responsibility for each of the steps.

Step 5: The proposed study was submitted to the Assistant Superintendent for Personnel for his review.

Step 6: A Schedule C Steering Committee was detemined. Initially it was thought that this would be comprised of all assistant superintendents. It was decided at the first meeting, however, that this would simply be a duplication of effort as the final recommendations would go the the Superintendency. A subgroup was formed, therefore, made up of the Assistant Superintendent for Pupil Personnel, the Assistant Superintendent for Business Services, the Assistant Superintendent for Elementary Education, the Assistant Superintendent for Personnel, and the Associate Superintendent.

Step 7: The Assistant Superintendent for Personnel reviewed the study with his staff and submitted suggested changes.

Step 8: A meeting was held with the Schedule C classified employees on the Reclassification Committee to discuss the proposed study. Input was given by the committee both with respect to the overall study and procedures which could be used to ensure that the climate among the Schedule C employees concerning the study would remain positive.

Step 9: Based on input obtained in Steps 7 and 8, the proposed study was revised and submitted to the Steering Committee for their review.

Step 10: Revisions were made to the proposed Schedule C classification study based on suggestions by the Steering Committee.

Step 11: An outside consultant was hired to assist in the classification study. It was decided that the area for which assistance was needed was not so much in the implementation of

the study but in the area of outside research. The consultant that was hired, therefore, was from the academic area as opposed to the industrial area. It is felt that the practical implications could be obtained from information gleaned from the previous Arthur Young study and, therefore, a duplication of this effort was not needed. Information, however, concerning research in the overall area of personnel and the different types of models currently being used was needed.

Step 12: A list of job factors and subfactors for the classification of the jobs was generated from the previous Arthur Young study and research.

Step 13: The job factor lists were reviewed by the Steering Committee and the reclassification committee members.

Step 14: Based on the input received, the job factor list was revised.

Step 15: The list of job factors was distributed to all Schedule C employees, their supervisors, and the Superintendency. Accompanying the factors were the subfactors mapping to the given factor and the definitions. Given the factors, the subfactors, and the definitions, all recipients were asked to weight first the factors, then the subfactors within each factor. The memo giving the directions for this weighting as well as the instrument which they were asked to complete can also be found in Appendix C.

Step 16: A review was made of all job task descriptions. These were updated and revised with input from selected Schedule C employees within the given job families. An example is given in Appendix B.

Step 17: A classification survey instrument was developed for use with all Schedule C employees and supervisors. This instrument can be found in Appendix D. The classification instrument asked each of the participants to classify their job if they were a Schedule C employee or a specific job for the Schedule C supervisors. A supervisor then was asked to classify all jobs for which they were the supervisor. Initially it was intended that the Schedule C Steering committee would also classify each of the jobs on the Schedule C pay schedule. It was decided, however, that the committee's time could be more expeditiously spent by bringing their expertise to bear when significant discrepancies existed between the responses of the employees and the supervisors. Also, if there was consensus between the employee and supervisor, but a significant discrepancy existed between their responses and the overall placement of that job on the current pay schedule, the committee examined these situations.

Step 18: The survey instruments were reviewed by the Schedule C members of the reclassification committee and the Steering Committee. Suggested changes were incorporated in the final instrument.

Step 19: The classification instrument was then administered to all 393 employees and their 136 immediate supervisors.

Step 20: The initial step in the data analysis was a comparison between the employees perception of the job on each of the subfactors as compared to the supervisor's perception. The form used for this comparison can be found in Appendix F. If

differences existed in the perceptions of the employees and the supervisors, interviews were conducted with both the employee and the supervisor to reach consensus on those subfactors.

Step 21: Interviews were conducted with any Schedule C personnel that requested a personal interview. These interviews were scheduled by group classification if possible or on an individual basis if the employee requested.

Step 22: Analysis of each job was then made by identifying discrepancies between the present employee's job description, the supervisor's view of the job description and the results of the completed survey. As part of this analysis, interviews were again conducted for any positions in which deviations occurred.

Step 23: The next step in the analysis was to take the consensus figures for each employee and apply the appropriate weights by subfactor to obtain an overall total score for each employee. The formula for weighting by subfactor can be found in Appendix E. A suggested change in this procedure for future implementation would be to convert all subfactor scores to Z or T scores before the values were multiplied by the given weights. In this way it is felt that equal weight would be given to each of the subfactors prior to the weighting being applied which was determined from the input by all participating Schedule C employees. An example of the point assessment by subfactor, factor, and total for selected individual is presented in Appendix H, Table 1.

Step 24: Based on the resulting total point value distribution, ranges for salary grades were determined. The resulting ranges can be found in Appendix G.

Step 25: Based on input from the Schedule C Steering Committee, a final assessment of each job was made and finalized. The information shared with the committee is presented in Appendix H, Table 2. The final committee recommendation is presented in Appendix I.

Step 26: The next step was to review all of the jobs and make a recommendation concerning job families within the Schedule C organizational structure. This can be found in Appendix J.

Step 27: Based on information gathered as a result of the Schedule C study, a proposed reclassification plan was designed. The previous system allowed for any Schedule C employee to apply each year for reclassification. Their application went directly to the Personnel office and upon receival by the Personnel office would be reviewed by the reclassification committee and a decision made. The proposed reclassification plan would institute a set of reviews by each level of supervisory personnel before the position would undergo an actual reclassification review. The proposed reclassification plan is presented in Appendix K.

Step 28: The final report documenting the recommended grade changes for each of the 393 employees and accompanying cost figures, Appendix L, was submitted to the Superintendency for their final adoption. The Superintendency, in turn, adopted the recommendations and submitted the specific needed recommendations to the Governing Board who, in turn, adopted the proposed changes.

FINDINGS

An overall classification system for Schedule C personnel or the primary clerical positions in the Mesa Public Schools was developed and implemented. The system was based on research as well as practical considerations found in both industry and in public schools. The process used in the development of the weighted-in-points classification system involved input from all personnel on the Schedule C pay schedule, their supervisors as well as a steering committee made up of the Superintendency.

The results from the overall study recommended reclassification for 163 personnel, 109 of which were school personnel. It was also recommended that three positions should be reviewed at retirement/termination. Five positions were suggested for placement on other salary schedules. Overall, the cost of implementing the weighted-in-points classification system totaled $111,905.

DISCUSSION AND IMPLICATIONS

The results of this classification study provided support for using a global judgment approach in combination with a weighted-in-points system. The high correlation between employee's and supervisor's value of job classification supported the use of incumbent opinions for an information source. The classification process established due to the results of this study should provide a quantitative system that is more equitable and comprehensive than the previous method of classification. Job evaluation and equitable classification systems have had important ramifications for the progress and productiveness of many types of operations. This study would suggest that the same advantages can be realized by school systems. The complexity and demands on the management of school systems has required that employers and employees derive as much benefit as possible from their time on the job. To ensure the efficient use of time and skills, some type of quantitative job classification system has become necessary.

As a result of this study, a revised set of job task descriptions were developed for all Schedule C positions as well, a revised job family organization. Further, a classification and reclassification process has been recommended to the Superintendency of Mesa Public Schools based on the results and implications of the study.

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Appendix A

Job Classifications Previous to Study - Schedule C
Mesa Public Schools (2/5/85)

Grade	Job Classification
30	Executive Secretary III
30	Superintendents' Board Liaison
25	Executive Secretary II
25	Certified Personnel Technician
25	Community Resource Liaison
25	Data Specialist
24	Senior Computer Operator
24	Nutritionist
23	Communications Specialist
23	Computer Operator
23	Executive Secretary I
21	Bookstore Manager III
21	Chapter 1 Monitor
21	Classified Personnel Technician
21	Film Librarian
20	Insurance Specialist
20	Press Operator
20	Graphic Artist
20	Graphic Designer
20	Secretary VI
20	Placement Specialist
19	Senior Account Clerk
19	Control Specialist
19	Purchasing Assistant
19	Secretary V
18	Bookstore Manager II
18	Secretary IV
17	Personnel Assistant III
17	Substitute Calling Specialist
17	Testing Specialist/R & E Assistant
17	Property Control Clerk III
17	Account Clerk III
17	Secretary III
17	Procurement Clerk IV
17	Registrar III
16	Food and Nutrition Assistant II
16	Personnel Assistant II/Translator
16	Personnel Assistant II
16	Bookstore Manager I
16	Secretary II
15	Senior Records Clerk II
15	Account Clerk II
15	Registrar II
15	Secretary I
15	Data Entry Operator (Keypunch)
15	Procurement Clerk III
15	Research and Evaluation Assistant I

Grade	Job Classification
15	Personnel Assistant I
15	Word Processor/Steno
15	Steno/Clerk
14	Receptionist III
14	Senior Records Clerk I
13	Records Clerk III
13	A.V. Specialist
13	Home School Liaison
13	Account Clerk I
13	Certification Records Clerk
13	Instructional Materials Clerk
13	Placement Clerk
13	Procurement Clerk II
13	Property Control Clerk I
13	Receptionist II
13	Senior Clerk
12	Registration Clerk
12	Records Clerk II
12	Clerk II
12	Receptionist I
12	Clerk Dispatcher
12	Advisory Specialist
12	Food and Nutrition Assistant I
12	Word Processing Clerk
12	Clerk Typist
12	Counselor's Clerk
11	Media Assistant II
11	Bookstore Clerk I
11	Records Clerk I (Attendance)
11	Records Clerk I
11	Health Assistant
9	Media Assistant I
9	Clerk I
9	Matron
9	Copy Operator/Clerk
9	Community Liaison

Appendix B

J O B T A S K D E S C R I P T I O N

Classification Job Family:
Account Clerks

Major Tasks

1. Maintaining manual general ledgers of all types. Input of monthly data and adjusting the entries to the ledger.
2. Maintaining, balancing and reconciling records.
3. Researching discrepancies in compiling adjusting entries of ledgers for records.
4. Monitoring daily data posting.
5. Monitoring and running month end closing statements. Maintaining and checking these statements.
6. Compling monthly financial statements of all funds.
7. Keeping accurate tally of various kinds of funds.
8. Working closely with accounts payable for corrections of errors and cancellations.
9. Working closely with county school offices to keep records accurate.
10. Typing of financial reports.
11. Researching and working closely with supervisor.
12. Responsibility of invoices and purchase orders, receipt of merchandise and verification.
13. Legal knowledge of documents and invoices required for bonds and reports. Maintaining auditing reports and researching vendor statements.
14. Cooperate in district, state, and federal auditing which requires knowledge of educational policies and procedures.
15. Maintaining and ordering supplies of department.

Appendix C

M E M O R A N D U M

TO: Schedule C Employees and Supervisors
Superintendency

FROM: Kathleen S. Webb

THROUGH: Jim DeGracie

SUBJECT: Schedule C Classification: Weighting of Job Factors

THIS IS NOT AN EVALUATION OF YOUR OWN JOB. THIS IS AN IMPORTANT STEP FOR DETERMINING THE IMPORTANCE OF EACH OF THESE FACTORS AND SUBFACTORS TO ALL SCHEDULE C JOB CLASSIFICATIONS.

The Schedule C classification process can be described by the following steps. 1) Research of classification process; 2) Collection of information for Job Task Descriptions for each Job Family; 3) Selection and revision of Job Factors; 4) Weighting of Job Factors; 5) Development and revision of the Classification Instrument; 6) Distribution and collection of classification information; 7) Establishment of Weighted-In-Points Schedule C Classification System; and 8) Classification/Reclassification Process.

YOU ARE NOW PARTICIPATING IN STEP 4 OF THIS PROCESS.

The following is the list of Job Factors and Subfactors that will be used concerning Schedule C classification. Please read them carefully and follow the directions concerning the weighting of these factors.

The following definition should be kept in mind while completing this form. Weighting is the measure of relative importance of an item to the other items in the group, (i.e. job factors in this case). In other words, a percentage rating of one item to the rest of the group.

Directions: To assist Research and Evaluation in determining this measure of relative importance (weighting), please complete the following form. There are three factors (Qualifications, Responsibility, and Job Conditions).

FIRST, please distribute a total of 30 points to these 3 factors according to your perception of their importance. For example, if you believe each factor is of equal importance to Schedule C classification, then you would distribute points in the following manner.

Qualifications	10	points
Responsibility	10	points
Job Conditions	10	points
Total	30	points

Schedule C Classification: Rating Definitions of Job Factors

Factors:	Subfactors:	Rating Definitions:
1. Qualifications		
	A. Job Knowledge:	1. Little or None. Perform after brief oral instructions and observations.
		2. Limited. Light, routine, or standard practices.
		3. Moderate. Variety and decision making sometimes necessary.
		4. Advanced. Sufficient knowledge or skill for tasks.
		5. Skilled. Work without instructions to specific method.
	B. Education:	1. Requires a high school education or its equivalent with general knowledge of high school subject matter.
		2. Requires 1-2 years of college or the equivalent in post high school training in a specialized area.
		3. Requires basic knowledge in a professional field in which specialized training is required in order to be able to correlate information, prepare and write reports, set up detailed procedures from general requirements, and make explanation of a complex nature employing technical or written expression.
		4. Requires knowledge of a specialized field in order to be able to interpret and explain highly specialized business methods and techniques or to organize, develop, and coordinate activities of a complicated, diversified or highly technical nature.
		5. Requires extensive thorough working knowledge in a specialized field usually through extensive education and experience.
	C. Experience:	1. Practically no prior experience required, can rely on education and knowledge required for the basic requirements for employment.
		2. Requires 1-2 years experience on this job or similar jobs.
		3. Requires 3-4 years experience on this and other jobs in the field.
		4. Requires over 4 years experience on this job and jobs leading up to it. Progression through several job levels is usually necessary so incumbent can have intimate knowledge of the jobs below.

B. Equipment/ Materials:

1. Nominal. Little or no possibility of poor work or wasted materials due to poor workmanship, carelessness, mistakes, or use of equipment.

2. Small losses might incur. Poor workmanship or mistakes might cause occasional losses in damaged materials, supplies, rework, or equipment.

3. Substantial loss from poor workmanship or poor machine adjusting or operating could occur occasionally before ordinary checks could detect the poor work.

4. Considerable care on part of worker necessary to avoid damage or loss of materials or equipment. Material that could be lost represents substantial investment. Process requires careful adjustments or high degree of attention from workers.

5. Exacting work on expensive materials. They use machines that require exact settings and adjustments. They're all made by the operator and not built into the machine.

C. Tasks:

1. Minimum complexity. Simple repetitive task or nonrepetitive task involving little directed thinking.

2. Moderate complexity. Perform a variety of tasks that require only brief instructions to learn. Not involved in planning or using independent judgment.

3. Above average complexity. Tasks involving work assignments in several areas or skills and tasks frequently involving independent judgment and planning.

4. High degree of complexity. Tasks involving heavy concentration, planning, independent judgment and a high degree of initiative in one or a variety of areas. Duties are diversified enough to require the employee to meet changing conditions and problems.

D. Supervision of Others' Work:

1. Performs work with no direction and/or coordination given to other employees in the department.

2. Performs work with occasional direction and/or coordination given to other employees in the department.

3. Performs work with daily direction and/or coordination to one other employee in the department.

4. Performs work with daily guidance, direction, and/or coordination given to 2 but no more than 5 employees in the department.

5. Performs work with daily guidance, direction, and/or coordination given to 6 or more employees in the department.

C. Initiative:

1. Little resourcefulness required. Procedure simple and repetitive. Ample assistance or supervision on any variations from standard.

2. Some originating and planning of work called for. Tasks are generally of a standard procedure. General supervision available if needed.

3. Requires the exercise of some ingenuity to do unusual and complex duties. Standard procedures are usually inadequate in many of the situations. General supervision is available at most times but worker is expected to work out his own problems as a rule.

4. Requires outstanding ability to work independently toward general results. Often no standard procedures available and little help is available for carrying out assigned work. Must originate, plan, adapt, invent, and continue to accomplish tasks.

3. Job Conditions

A. Working Conditions:

1. Excellent working conditions. Rare exposure to disagreeable elements.

2. Good working conditions. Exposure to slightly disagreeable elements or occasional exposure to a combination of disagreeable elements.

3. Fair working conditions. Frequent exposure to a disagreeable element or occasional exposure to a combination of disagreeable elements.

4. Poor working conditions. Continuous exposure to an extremely disagreeable element or frequent exposure to a combination of disagreeable elements.

B. Safety/Health Hazards:

1. Work having almost no accident or health hazards.

2. Work having minor health and safety hazards.

3. Exposure to accidents or hazards.

4. Frequent exposure to accidents or hazards.

5. Considerable or continual exposure to accidents or hazards.

WEIGHTING OF JOB FACTORS:
IMPORTANCE TO SCHEDULE C CLASSIFICATION

Department _____ Date _____ Job Family Classification_____
(Ex: Secretary I, Bookstore Manager III, etc.)

Check One: Supervisor ____ Schedule C Employee ____

Please return this sheet only to Research and Evaluation. It is important that you weight these factors as to their importance to all Schedule C jobs, not for your single job position in Schedule C.

Weighting of importance:

(Distribute 30 points) Factor Weighting	Subfactor Weighting	Factors	Subfactors
1. _____	(Distribute 50 points)	1. Qualifications	
	A. _____		A. Job Knowledge
	B. _____		B. Education
	C. _____		C. Experience
	D. _____		D. Training Time
	E. _____		E. Manual Dexterity
2. _____	(Distribute 70 points)	2. Responsibility	
	A. _____		A. General Impact to System
	B. _____		B. Equipment/Materials
	C. _____		C. Tasks
	D. _____		D. Supervision of Others' Work
	E. _____		E. Consequence of Errors
	F. _____		F. Contact with Others
	G. _____		G. Initiative
3. _____	(Distribute 30 points)	3. Job Conditions	
	A. _____		A. Working Conditions
	B. _____		B. Safety/Health Hazards
	C. _____		C. Pressure of Work
Total _____ (30 points)			

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Appendix D

Classification Instrument

This is an instrument to classify the Schedule C jobs in the district. This instrument will provide quantitative information that Research and Evaluation will analyze. This will then be used to establish a Weighted-In-Points Classification System for Schedule C employees of Mesa Schools.

Using the inserted Job Task Description attached to each instrument as a basis, place an "X" in the blank in front of the specific Factor/Subfactor Rating Definition that best describes that particular job. You will rate or define each job using 5 subfactors concerning Qualifications, 7 subfactors concerning Responsibility, and 3 subfactors concerning Job Conditions.

For example: If you believe that this job should be rated as one requiring moderate Job Knowledge, then you would place an "X" before the rating definition for the first subfactor under Qualifications in the following manner:

FACTOR 1: QUALIFICATIONS

SUBFACTOR A: Job Knowledge

Rating Definitions

_____ 1. Little or None. Perform after brief oral instructions and observations.

_____ 2. Limited. Light, routine, or standard practices.

__X__ 3. Moderate. Variety and decision making sometimes necessary.

_____ 4. Advanced. Sufficient knowledge or skill for tasks.

_____ 5. Skilled. Work without instructions to specific method.

Again, you are completing a classification instrument for each job in Schedule C. (This is not an evaluation for each performance or person, but a classification for each Schedule C job.)

You will receive further information for proceeding with the Superintendency Steering Committee business.

If you have questions, please contact Katy Webb in Research and Evaluation at 898-7767.

Thank you for all your professional input and cooperation. Your cooperation is greatly appreciated.

Classification of Schedule C Personnel

Check one: Superintendency____ Schedule C Supervisor____ Schedule C Employee____

Department _____ Date _____

Job Family Classification of Employee _____
(Ex.: Sec. I, Bookstore Manager III, etc.)

Please return this classification instrument to Research and Evaluation as quickly as possible. It is very important that you complete these forms as classification of each Schedule C job, not as an evaluation of personnel or performance.

FACTOR 1: QUALIFICATIONS

SUBFACTOR A: Job Knowledge

Rating Definitions

_____ 1. Little or None. Perform after brief oral instructions and observations.

_____ 2. Limited. Light, routine, or standard practices.

_____ 3. Moderate. Variety and decision making sometimes necessary.

_____ 4. Advanced. Sufficient knowledge or skill for tasks.

_____ 5. Skilled. Work without instructions to specific method.

SUBFACTOR B: Education

Rating Definitions

_____ 1. Requires a high school education or its equivalent with general knowledge of high school subject matter.

_____ 2. Requires 1-2 years of college or the equivalent in post high school training in a specialized area.

_____ 3. Requires 3 years of college and a basic knowledge in a professional field in which specialized training is required in order to be able to correlate information, prepare and write reports, set up detailed procedures from general requirements, and make explanations of a complex nature employing technical or written expression.

_____ 4. Requires a college degree and knowledge of a specialized field in order to be able to interpret and explain highly specialized business methods and techniques or to organize, develop, and coordinate activities of a complicated, diversified or highly technical nature.

_____ 5. Requires graduate college hours and extensive, thorough working knowledge in a specialized field usually through extensive education and experience.

FACTOR 1: QUALIFICATIONS (continued)

SUBFACTOR C: Experience

Rating Definitions

_____ 1. Practically no prior experience required, can rely on education and knowledge required for the basic requirements for employment.

_____ 2. Requires 1-2 years experience on this job or similar jobs.

_____ 3. Requires 3-4 years experience on this and other jobs in the field.

_____ 4. Requires over 4 years experience on this job and jobs leading up to it. Progression through several job levels is usually necessary so incumbent can have intimate knowledge of the jobs below.

SUBFACTOR D: Training Time

Rating Definitions

_____ 1. Up to and including 2 weeks.

_____ 2. 3-4 weeks inclusively.

_____ 3. 1-3 months inclusively.

_____ 4. 4-6 months inclusively.

_____ 5. Over 6 months.

SUBFACTOR E: Manual Dexterity

Rating Definitions

_____ 1. The type of task performed requires little or no motorability.

_____ 2. The job requires some motorability such as the occasional operation of a typewriter, adding machine, small telephone switchboard or occasional handling of small instruments and equipment. Such operations are not a primary component of the job nor is speed a basic requirement.

_____ 3. The job requires repetitive or frequent exercise and moderate motorability such as operating an adding machine, computer, typewriter, calculator, or repetitive or frequent operation of instruments and equipment. Such operations being primary components of the job. Speed and accuracy are desired.

_____ 4. The job requires a high degree of motor control and coordination in order to move body members rapidly, accurately, and with precision, such as operating a computer terminal.

FACTOR 2: RESPONSIBILITY

SUBFACTOR A: General Impact to System

Rating Definitions

_____ 1. Little or none. Involves routine duties that have a minimum or no influence on the work flow or the organization. The duties have been standardized to some extent.

_____ 2. Limited. Involves duties that may have some influence on the work flow in that immediate department in the division.

_____ 3. Moderate. Involves duties that not only will influence the immediate department substantially but also will influence subsequent decisions, the department, and the division.

_____ 4. Advanced. Involves duties that affect serious or controversial matters that would greatly affect future organizational climate and work flow. The duties of this nature are highly significant and frequent. Duties deal with well established policies and procedures. Demands quick independent judgment to meet unexpected or serious developments.

SUBFACTOR B: Equipment/Materials

Rating Definitions

_____ 1. Nominal. Little or no possibility of poor work or wasted materials due to poor workmanship, carelessness, mistakes, or use of equipment.

_____ 2. Small losses might incur. Poor workmanship or mistakes might cause occasional losses in damaged materials, supplies, rework, or equipment.

_____ 3. Substantial loss from poor workmanship or poor machine adjusting or operating could occur occasionally before ordinary checks could detect the poor work.

_____ 4. Considerable care on part of worker necessary to avoid damage or loss of materials or equipment. Material that could be lost represents substantial investment. Process requires careful adjustments or high degree of attention from workers.

_____ 5. Exacting work on expensive materials. Use machines that require exact settings and adjustments. They're all made by the operator and not built into the machine.

FACTOR 2: RESPONSIBILITY (continued)

SUBFACTOR C: Tasks

Rating Definitions

_____ 1. Minimum complexity. Simple repetitive task or nonrepetitive task involving little directed thinking.

_____ 2. Moderate complexity. Performs a variety of tasks that require only brief instructions to learn. Not involved in planning or using independent judgment.

_____ 3. Above average complexity. Tasks involving work assignments in several areas or skills and tasks frequently involving independent judgment and planning.

_____ 4. High degree of complexity. Tasks involving heavy concentration, planning, independent judgment and a high degree of initiative in one or a variety of areas. Duties are diversified enough to require the employee to meet changing conditions and problems.

SUBFACTOR D: Supervision of Others' Work

Rating Definitions

_____ 1. Performs work with no direction and/or coordination given to other employees in the department.

_____ 2. Performs work with occasional direction and/or coordination given to other employees in the department.

_____ 3. Performs work with daily direction and/or coordination to one other employee in the department.

_____ 4. Performs work with daily guidance, direction, and/or coordination given to 2, but not more than 5, employees in the department.

_____ 5. Performs work with daily guidance, directions, and/or coordination given to 6 or more employees in the department.

FACTOR 2: RESPONSIBILITY (continued)

SUBFACTOR E: Consequence of Errors

Rating Definitions

_____ 1. Little if any responsibility for accuracy either because errors can be quickly and easily detected and corrected or because errors would result only in minor confusion or clerical expense for correction.

_____ 2. Responsibility for accuracy in the performance of routine work. Errors can be proofread and corrected. Possibility of loss through errors is low. Mistakes are detected upon the completion of the work. Probable errors usually confined to a single department.

_____ 3. Probable errors difficult to detect and may adversely affect students, faculty, or business relationships. Money loss is possible. Work is usually not subject to check or detailed audit. It involves considerable accuracy and responsibility. Usually confined to a single department.

_____ 4. Responsibility for high degree of accuracy and control of details. More skill and knowledge is required to solve these types of errors. Errors may cause considerable confusion although they may be normally detected and corrected before serious consequences result. Probable errors may involve major expenditures for equipment, materials, or major decisions involving several departments.

_____ 5. Responsibility for high factual accuracy or the exercise of sound judgment. Thoroughness and reliability are essential because of the detailed nature of the work. Mistakes may cause considerable financial loss and loss in prestige by the department in its dealings with others.

SUBFACTOR F: Contact with Others

Rating Definitions

_____ 1. Performs repetitive, highly standardized office or skill functions that involve little interchange with other employees excluding the supervisor.

_____ 2. Makes contacts of an information exchange nature within the department or has occasional contacts with personnel of other departments.

_____ 3. Has on-the-job contacts requiring frequent exchanges of information with employees of other departments or occasional contacts with the outside public or companies.

_____ 4. Has frequent contacts of a minor infuencing nature with other departments or occasional interaction with outside public or companies.

_____ 5. Frequently has contacts that require interactions with outside public or companies. Many of the contacts require stating the district's policy on the inquiry involved.

FACTOR 2: RESPONSIBILITY (continued)

SUBFACTOR G: Initiative

Rating Definitions

_____ 1. Little resourcefulness required. Procedure simple and repetitive. Ample assistance or supervision on any variations from standard.

_____ 2. Some originating and planning of work called for. Tasks are generally of a standard procedure. General supervision available if needed.

_____ 3. Requires the exercise of some ingenuity to do unusual and complex duties. Standard procedures are usually inadequate in many of the situations. General supervision is available at most times but worker is expected to work out his own problems as a rule.

_____ 4. Requires outstanding ability to work independently toward general results. Often no standard procedures available and little help is available for carrying out assigned work. Must originate, plan, adapt, invent, and continue to accomplish tasks.

FACTOR 3: JOB CONDITIONS

SUBFACTOR A: Working Conditions

Rating Definitions

_____ 1. Excellent working conditions. Rare exposure to disagreeable elements.

_____ 2. Good working conditions. Exposure to slightly disagreeable elements or occasional exposure to a combination of disagreeable elements.

_____ 3. Fair working conditions. Frequent exposure to a disagreeable element or occasional exposure to a combination of disagreeable elements.

_____ 4. Poor working conditions. Continuous exposure to an extremely disagreeable element or frequent exposure to a combination of disagreeable elements.

FACTOR 3: JOB CONDITIONS (continued)

SUBFACTOR B: Safety/Health Hazards

Rating Definitions

_____ 1. Work has almost no accident or health hazards.

_____ 2. Work has minor health and safety hazards.

_____ 3. Exposure to accidents or hazards.

_____ 4. Frequent exposure to accidents or hazards.

_____ 5. Considerable or continual exposure to accidents or hazards.

SUBFACTOR C: PRESSURE OF WORK

Rating Definitions

_____ 1. Little or no pressure to make rapid decisions. Work flow is normal. Task assignments are related. Interruptions and distractions are minimal or of little consequence.

_____ 2. Seldom must make rapid decisions. Attention to detail can be important, however, these tasks occupy less than 20% of the day. Interruptions and distractions are infrequent but do affect job performance.

_____ 3. Occasionally must make rapid decisions. About 50% of the job is comprised of related tasks and the other half of unrelated tasks. Interruptions can occur about 40% of the time, and they significantly interfere with job performance. Work flow is considered above the typical level of these kinds of jobs.

_____ 4. Many decisions cannot be deferred. Work flow is high and/or of considerable variety and many task assignments are unrelated. Interruptions are frequent and distracting. Work requires attention to details. Approximately 60% of the day work flow is heavy.

_____ 5. Decisions cannot be deferred. The work flow can be extremely heavy. Incumbent must pay close attention to subject matter at hand. Work includes a wide variety of unrelated tasks in a short period of time. There is a high frequency of interruptions. It takes attention away from work at hand.

Appendix E

Formula for Weighted Totals

Factor 1A = 1A x 95 = _____

Factor 1B = 1B x 55 = _____

Factor 1C = 1C x 75 = _____

Factor 1D = 1D x 50 = _____

Factor 1E = 1E x 50 = _____

Total Factor 1 = _____

Factor 2A = 2A x 75 = _____

Factor 2B = 2B x 40 = _____

Factor 2C = 2C x 70 = _____

Factor 2D = 2D x 45 = _____

Factor 2E = 2E x 70 = _____

Factor 2F = 2F x 80 = _____

Factor 2G = 2G x 70 = _____

Total Factor 2 = _____

Factor 3A = 3A x 60 = _____

Factor 3B = 3B x 40 = _____

Factor 3C = 3C x 125 = _____

Total Factor 3 = _____

Total G = Factor 1 + Factor 2 + Factor 3 = _____

Appendix F

CODE: _____ (Individual) _____ (Classification) _____ Job (Family) ____

EMPLOYEE _____ SUPERVISOR _____

RESPONSES

EMPLOYEE	SUPERVISORS	CONSENSUS
1A _____	1A _____	1A _____
1B _____	1B _____	1B _____
1C _____	1C _____	1C _____
1D _____	1D _____	1D _____
1E _____	1E _____	1E _____
2A _____	2A _____	2A _____
2B _____	2B _____	2B _____
2C _____	2C _____	2C _____
_____	2D _____	2D _____
2E _____	2E _____	2E _____
2F _____	2F _____	2F _____
2G _____	2G _____	2G _____
3A _____	3A _____	3A _____
3B _____	3B _____	3B _____
3C _____	3C _____	3C _____
_____	_____	

Appendix G

Total Point Value Ranges for Salary Grades

Grade	Total Point Value
30	3994-
29	3928-3993
28	3877-3927
27	3811-3876
26	3740-3810
25	3621-3739
24	3546-3620
23	3490-3545
22	3401-3489
21	3324-3400
20	3231-3325
19	3161-3230
18	2981-3160
17	2771-2980
16	2521-2770
15	2361-2520
14	2251-2360
13	2060-2250
12	1900-2059
11	1825-1899
10	1761-1824
9	1650-1760

Appendix H

Table I
Schedule C - Classification of Jobs
Mesa School District

Name	I.D.	Grade	Position	Dept./School	Points: Qualifications (FACTOR 1)	Points: Responsibility (FACTOR 2)	Points: Job Conditions (FACTOR 3)	Sub-totals	Total
Ruth Baughman	001	30	Executive Secretary III	Superintendency	Sub 1 475 Sub 2 110 Sub 3 300 Sub 4 250 Sub 5 150	Sub 1 300 Sub 2 120 Sub 3 280 Sub 4 180 Sub 5 350 Sub 6 400 Sub 7 280	Sub 1 120 Sub 2 80 Sub 3 625	1) 1,285 2) 1,910 3) 825	4,020
Doreen Smith	002	30	Supt. Board Liaison/ Executive Secretary	Superintendency	Sub 1 475 Sub 2 110 Sub 3 300 Sub 4 250 Sub 5 150	Sub 1 300 Sub 2 120 Sub 3 280 Sub 4 135 Sub 5 210 Sub 6 320 Sub 7 280	Sub 1 60 Sub 2 40 Sub 3 500	1) 1,285 2) 1,605 3) 600	3,530
Doris Hazenfield	003	25	Executive Secretary II	Assoc. Supt. Business Services	Sub 1 475 Sub 2 55 Sub 3 300 Sub 4 200 Sub 5 150	Sub 1 300 Sub 2 120 Sub 3 280 Sub 4 135 Sub 5 350 Sub 6 400 Sub 7 280	Sub 1 120 Sub 2 80 Sub 3 500	1) 1,180 2) 1,865 3) 600	3,745
Cora Leavitt	004	25	Certified Personnel Technician	Certified Personnel	Sub 1 475 Sub 2 110 Sub 3 300 Sub 4 200 Sub 5 150	Sub 1 300 Sub 2 120 Sub 3 280 Sub 4 180 Sub 5 350 Sub 6 400 Sub 7 280	Sub 1 120 Sub 2 40 Sub 3 500	1) 1,235 2) 1,910 3) 660	3,805

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Table 2
Rank Order by Present Grade

I.D. Number	Title	Present Grade	Total Points	Suggested Grade	Recommendations	Supportive Information
1	Executive Secretary III	30	4020	30	None	
2	Superintendent/Board Liaison/Executive Secretary	30	3530	23	Should review this position at retirement vacancy	
3	Executive Secretary II	25	3745	26	None	
4	Certified Personnel Technician	25	3805	26	None	
5	Community Resource Liaison	25	3365	21	Should review this position at retirement/ vacancy	
6	Data Specialist	25	3685	25	Should review this position at retirement/ vacancy	On-site Observation
7	Senior Computer Operator	24	3560	24	Reclassification	Points Job Task Description
8	Nutritionist	24	3560	--	Inappropriate schedule/ move to Schedule E	Points On-site Observation Supervisor Information
9	Nutritionist	24	3560	--	Inappropriate schedule/ move to Schedule E	Points On-site Observation Supervisor Information
10	Communication Specialist	23	3525	23	None	The low points could reflect the changes in supervisor On-site Observation

Appendix I

Recommendations for
Classification and Reclassification

Job Classification	Previous Grade	Recommended Grade	Comments
Superintendent's Board Liaison	30	23	Should review this position at retirement/vacancy
Executive Secretary II	25	26	
Certified Personnel Technician	25	26	
Community Resource Liaison	25	21	Should review this position at retirement/vacancy
Nutritionist	24	--	Inappropriate Schedule Placement
Chapter 1 Monitor	21	23	
Classified Personnel Technician	21	23	
Senior Account Clerk	19	20	
Secretary V: Financial Services	19	20	Title Change: Budget Technician
Secretary V: Planning, Staff Development, Special Projects	19	20	
Secretary IV: Community Education	18	19	Title Change: Secretary V
Secretary IV: Research and Evaluation	18	19	Title Change: Secretary V
Secretary IV: Elementary Schools	18	20	Title Change: Secretary VI
Secretary IV: Junior Highs	18	20	Title Change: Secretary VI
Substitute Calling Specialist	17	18	
Testing Specialist: Research and Evaluation	17	18	
Account Clerk III	17	18	
Procurement Clerk IV (MDC)	17	17	Title Change: Secretary III
Procurement Clerk III	15	16	Title Change: Assistants

Job Classification	Previous Grade	Recommended Grade	Comments
Senior Records Clerk I: Research and Evaluation	14	15	Title Change: Research and Evaluation Assistant I
Records Clerk III: Internal Audit	13	14	Title Change: Senior Records Clerk I
Records Clerk III: Guidance	13	14	Title Change: Student Records Control Clerk and suggest additional personnel
Records Clerk III: Food and Nutrition	13	14	Title Change: Senior Records Clerk
A.V. Specialist: Junior Highs	13	14	
A.V. Specialist: CIC Library	13	15	Title Change: Library Technician
Home School Liaison: Community Education	13	14	
Instructional Materials Clerk	13	14	
Procurement Clerk II	13	14	
Property Control Clerk I	13	--	Inappropriate schedule placement
Senior Clerk (Chapter 1)	13	14	Title Change: Chapter 1 Technician
Records Clerk II: Book Depository	12	14	Title Change: Book Depository Assistant
Receptionist I: Data Processing	12	13	Title Change: Receptionist/Data Clerk
Clerk Dispatcher	12	13	
Advisory Specialist	12	14	
Food and Nutrition Assistant I	12	13	
Clerk Typist: Security	12	15	Title Change: Secretary I
Media Assistant II	11	12	
Bookstore Clerk I	11	13	

Job Classification	Previous Grade	Recommended Grade	Comments
Records Clerk I (MDC/Property Control)	11	--	Inappropriate schedule placement
Health Assistant	11	13	
Media Assistant I	9	11	
Clerk I: Chapter I	9	11	Title Change: Chapter 1 Assistant
Community Liaison (Chapter 1)	9	11	

Appendix J

PROPOSED SCHEDULE C JOB FAMILY ORGANIZATION

Executive Secretary

Executive Secretary III	30
Executive Secretary II	26
Executive Secretary I	23

Secretary

Secretary VI (schools)	20
Secretary V	19
Secretary IV	18
Secretary III	17
Secretary II	16
Secretary I	15

Technicians

Technician VI	26
Technician V	23
Technician IV	21
Technician III	20
Technician II	15
Technician I	14

Specialist

Specialist VII	28
Specialist VI	25
Specialist V	23
Specialist IV	20
Specialist III	19
Specialist II	18
Specialist I	14

Assistants

Assistant VIII	19
Assistant VII	17
Assistant VI	16
Assistant V	15
Assistant IV	14
Assistant III	13
Assistant II	12
Assistant I	11

Operators

Operator IV	24
Operator III	23
Operator II	20
Operator I	15

Liaisons

Liaison III	21
Liaison II	14
Liaison I	11

***Graphic Positions**

Graphic Artist	20
Graphic Designer	20

Bookstore Positions

Bookstore Manager III	21
Bookstore Manager II	18
Bookstore Manager I	16
Bookstore Clerk	13

Account Clerks

Senior Account Clerk	20
Account Clerk III	18
Account Clerk II	15
Account Clerk I	13

Property Control Clerks

Property Control Clerk III	17	
+Property Control Clerk II	—	
+Property Control Clerk I	—	

Procurement Clerks

Procurement Clerk III	17	
Procurement Clerk II	16	
Procurement Clerk I	14	

Registration Positions

Registrar II	17	(This would require a change from Registrar III, II, to II, I. No grade change.)
Registrar I	15	
Registration Clerk	12	

Records Clerk

Senior Records Clerk II	15	
Senior Records Clerk I	14	
Records Clerk III	13	
Records Clerk II	12	
Records Clerk I	11	

Clerk Positions

Senior Clerk	14	
Clerk III	13	
Clerk II	12	
Clerk Typist	11	
Clerk I	9	

Word Processing/Steno Positions

Word Processor/Steno	15	
Steno/Clerk	15	
Words Processing Clerk	12	

Receptionists

Receptionist III	14
Receptionist II	13
Receptionist I	12

+These grades can be established when the positions are filled.

*This family was listed on Schedule C Job Families, 3-85. However, it is actually a pseudo-job family with only 1 grade level.

Appendix K

Proposed Classification and
Reclassification Plan for
Mesa Public Schools

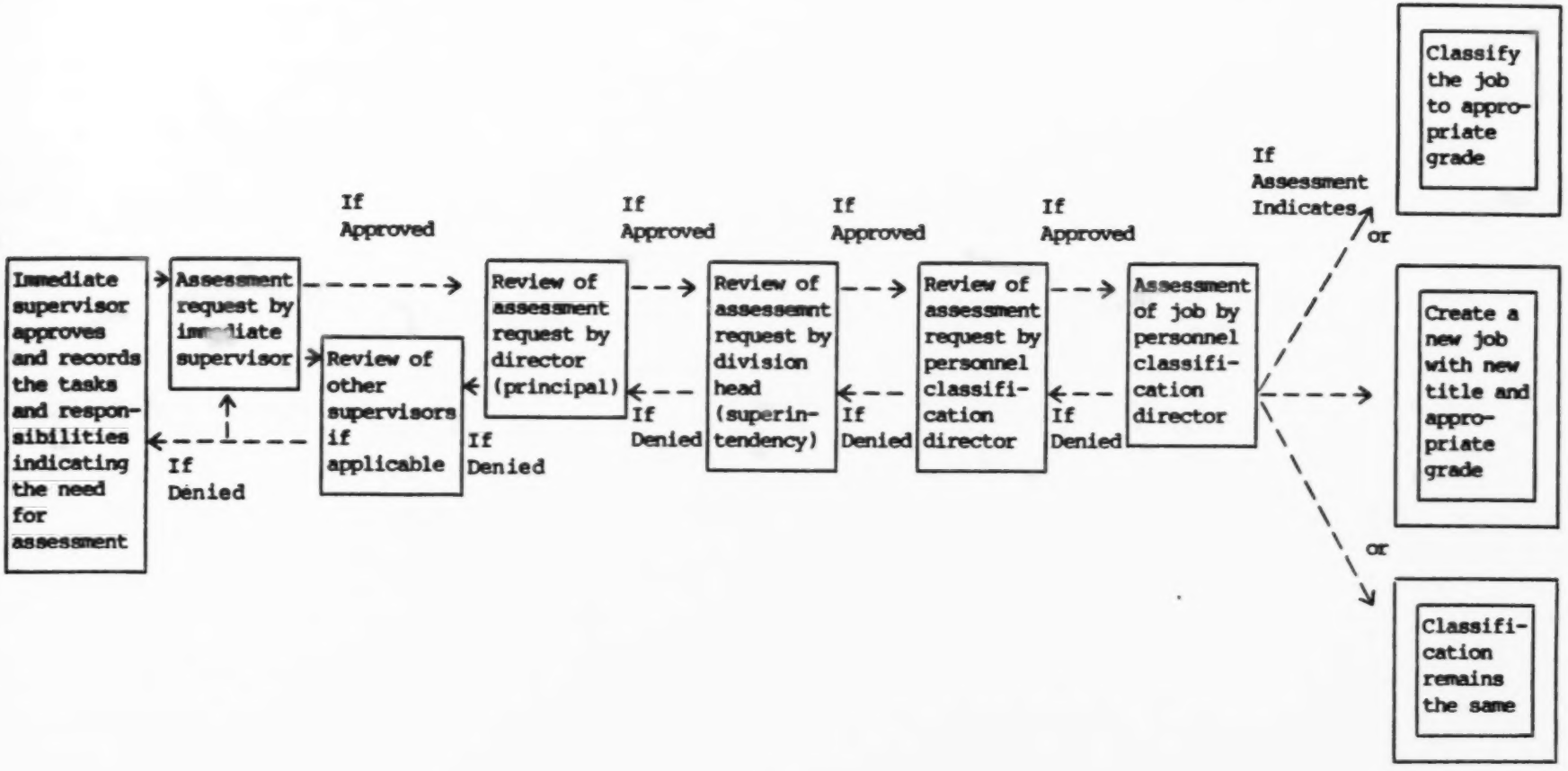
Mesa Public Schools

Proposed Classification Plan

I. Assessment of Existing Jobs

A. Assessment Request Procedure:

A request may be submitted to the classification director in Personnel that a particular job be assessed. A request form must be obtained from the personnel classification director. The request must be reviewed and written approval with justification provided by: 1) the immediate supervisor (or supervisors if applicable), 2) the director of the department, 3) the division head (Superintendency), and 4) the personnel classification director. More detail concerning this approval can be found on the Job Assessment Request Form in the Appendix. After these four (or more if applicable) approvals have been obtained, the personnel classification director will perform an assessment of the job. The possible outcomes of this assessment are: 1) classify the job to an appropriate grade, 2) create and announce a new job with a new title and appropriate grade, or 3) the classification will remain the same as before the request was made. The following schema represents the process.


Immediate supervisor approves and records the tasks and responsibilities indicating the need for assessment
Assessment request by immediate supervisor
If Denied
Review of other supervisors if applicable
If Approved
If Denied
Review of assessment request by director (principal)
If Approved
If Denied
Review of assessemnt request by division head (superintendency)
If Approved
If Denied
Review of assessment request by personnel classification director
If Approved
If Denied
Assessment of job by personnel classification director
If Assessment Indicates
Classify the job to appropriate grade
or
Create a new job with new title and appropriate grade
or
Classification remains the same

Plan for Classification Assessment

B. Procedure for the Personnel Classification Director:

An organization using the weighted-in-points classification program shall follow these procedures for the assessment of a job:

1. The supervisor shall see that a revised job description is prepared and included with the assessment request form.* The form and new job description will be submitted to the personnel classification director with the approval of the immediate supervisor, the director of the department, and the division head (Superintendency).

2. The personnel classification director will (alone or with committee/assistants) set a time for the assessment of the job.

3. The employee and the immediate supervisor must complete factor/subfactor instruments, developed in the Schedule C classification study, for the new list of job tasks on the job description form. These instruments must be submitted to the personnel classification director.

4. The personnel classification director will assess the factors affected by the task changes and review the points accordingly using the factor/subfactor instrument. A comparison of this assessment, and the one made by the immediate supervisor and the employee, will be made at this time. On-site interviews should be used to clarify discrepancies.

5. If the changes in the job content effect a point change on any particular factor, the new points will replace the old point value for that factor or subfactor and be used in computing the total points for the job.

6. If, in the total point value for the job, there is a point change that moves the job into a different pay grade, the pay should be made at the beginning of the next pay period. The assignment of a job to a new pay grade should not be retroactive.

7. The classified job and job number (title, or code) should be inserted in the appropriate position in the index of jobs by pay grade.

*The job assessment form provides information about job title, grade, etc.

II. Creation of a New Job

There are two sources by which a new job may be suggested: 1) a director of a department (or school principal) may request that a new job should be created within the department, or 2) the personnel classification director upon completion of an assessment may recommend the creation of a new job.

In creating a new job, it will be the responsibility of the director/principal and personnel classification director to complete a job questionnaire regarding the tasks the job will require. Together they will then prepare a job description and proceed to assess the job using a weighted-in-points system, by using the following steps:

1. The job shall be compared, factor by factor, with the definitions in the factor/subfactor instrument and shall be assigned to the most suitable level on each factor. The job characteristic justifying its assignment to each level shall be written in the space provided on the factor/subfactor points form (Appendix).

2. The job shall be entered on a factor/subfactor points form (see Appendix) and its rating on each factor compared with that of related jobs to be sure that the rating is in line.

3. The total rating for the new job shall be compared with that of the next highest and lowest existing jobs in the promotional line to verify that the job is correctly placed in the promotional pattern or if it needs revision.

4. The job title shall be reviewed and revised when necessary for accuracy and brevity.

5. The established procedure for placing the job into effect shall then be followed. An announcement of the opening of the new job should be posted. Normal procedures for application and interviews will apply.

6. All classifications for new jobs must be approved before being placed in the authorized list of jobs recognized for payment.

Forms

JOB ASSESSMENT REQUEST FORM

This form must be completed for the review and approval of an assessment of a single job. The approval procedures below must be completed before an assessment can begin. The following information must be completed by the immediate supervisor.

MESA PUBLIC SCHOOLS	Effective Date:	Approved by:		Work Term:	Benefits:
Classification Title:	Dept./School:	Grade:	Step:	Salary Range:	

Steps to follow:

1. Immediate Supervisor must develop a new Job Description. In addition, the immediate supervisor must document all significant changes in job tasks and responsibilities that indicate the need for reassessment. Remember: Change in volume of work or district growth are not factors pertaining to assessment of a job's content, e.g.

Significant Changes	Date Effective	Are changes needed for the functioning of department
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Comments concerning significant changes:

After careful consideration of the requirements, tasks, and supervision responsibilities of the newly defined job, the immediate supervisor must complete the sentence below. (It is important to remind you that volume and growth are issues that are not valid to consider for job assessment.) After review and consideration of all instructions in step #1, complete the following sentence.

I _____ approve/disapprove the request for assessment of this job.
Name and Title

Comments:

If you approve, forward this request form to the director of your department (or principal), if applicable.

2. Director of Department (Principal) must review the job description forms previously reviewed and approved by the immediate supervisor. Review the significant changes listed by the immediate supervisor and make comments of justification. Review whether the changes are needed for the functioning of the department.

Comments concerning significant changes:

I _____ approve/disapprove the request for assessment of this job.
Name and Title Comments:

If you approve, forward this request form to your division head (Superintendency). If not, return the form to the immediate supervisor.

3. Division Head (Superintendency) must review the forms and input from step #1 and #2 above. Read the instructions and comments from those two steps before completing the sentence below.

I _____ approve/disapprove the request for assessment of this job.
Name and Title Comments:

If you approve, forward this request form to the personnel classification director. If not, return this form to the director/principal, and then to the immediate supervisor.

4. Personnel Classification Director must review all forms, input, and comments from steps #1, #2, and #3 above.

This request for assessment of this job has been approved/disapproved.

_____
Signature (Personnel Classification Director)

JOB ASSESSMENT: FACTOR/SUBFACTOR POINTS FORM

MESA PUBLIC SCHOOLS	Effective Date:	Approved by:		Work Term:	Benefits:
Classification Title:	Dept./School:	Grade:	Step:	Salary Range:	

Factor/Subfactor	Specification	Assessment Degree	Weight	Points
1. Qualifications				
1.A. Job Knowledge	Advanced Sufficient knowledge or skill for tasks.	4	95	320
1.B. Education	Requires a high school education or its equivalent with general knowledge of high school subject matter.	1	55	55
1.C. Experience				
1.D. Training Time				
1.E. Manual Dexterity				
2. Responsibility				
2.A. General Impact to System				
2.B. Equipment/Materials				
2.C. Tasks				
2.D. Supervision of Other's Work				
2.E. Consequence of Errors				
2.F. Contact with Others				
2.G. Initiative				
3. Job Conditions				
3.A. Working Conditions				
3.B. Safety/Health Hazards				
3.C. Pressure of Work				

EXAMPLE

JOB DESCRIPTION FORM

MESA PUBLIC SCHOOLS	Effective Date:	Approved by:		Work Term:	Benefits:
Classification Title:	Dept./School:	Grade:	Step:	Salary Range:	
POSITION:					
OBJECTIVE OF JOB:					
REQUIRED SKILLS:	Typing wpm:	Shorthand wpm:		Test Battery:	
OTHER REQUIREMENTS:					
EQUIPMENT:					
TASKS: (list most important first)					
SUPERVISION RESPONSIBILITIES:					

Appendix L

M E M O R A N D U M

TO: Schedule C Steering Committee

FROM: Kathleen Webb

THROUGH: Jim DeGracie

SUBJECT: Report of Cost and Number of Personnel Suggested by the Classification Study

DATE: November 4, 1985

The Schedule C Classification Study involved 392 classified personnel in the Mesa Schools as of 2/5/85. The recommended reclassifications include 163 personnel, 109 of which are school personnel. Also recommended are three positions that should be reviewed at retirement/termination and five positions that would be more appropriately placed on other salary schedules.

The average annual cost shown here was estimated based on Step E of the 1985-86 salary schedule for all personnel. The formula was figured on 10 1/2 month contracts for school personnel and 12 month contracts for all others. It should be noted that although a one time cost is reported here, several of the reclassifications could be handled with a phase-in process.

Number of Personnel	Present Grade	Suggested Grade	Estimated Average Annual Cost
1	24	25	542
2	21	23	1,837
3	19	20	1,503
2	18	19	752
44 (44=School	18	20	34,003
19 Personnel)	17	18	7,934
6	17	19	4,760
3	15	16	1,190
1	14	15	375
16 (8=School	13	14	6,284
1 Personnel)	13	15	793
2	12	14	1,461
3	12	13	939
1	12	15	1,106
8 (8=School Personnel)	11	13	5,152
30 (30=School Personnel)	11	14	30,360
21 (19=School Personnel)	9	11	12,914
TOTAL=163 Personnel			TOTAL=$111,905

KW:mc